ESF Viewing and Presenting Scope and Sequence

Phase 1	Phase 2		Phase 3		Phase 4	Phase 5
Beginning	Early		Exploratory			Consolidating
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond Year 6

Notes:
- • = IB Language Scope and Sequence
- - = First Steps Indicators
- **Reference is made to the New Zealand Language Curriculum**

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond Year 6
Use of Texts	**K1** Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages **K2** Make meaning from personally significant multi-modal texts, e.g. picture books, catalogues and TV programs Make use of images to 'read' simple picture books and signs Produce simple multimodal texts, e.g. draw using a paint package, tell a story using an app	• Show their understanding that visual messages influence our behaviour - Discuss favourite aspects of multimodal texts and identify features that appeal to them - Make predictions based on both images and print - Make simple inferences from information and images in texts • Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products	• Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed - Make meaning from a small range of multi-modal texts by using images and print and identifying key events and supporting details - Make use of images to support the construction of meaning, e.g. verify predictions made from print - Identify key events and support details from information that is closely related in text	• Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve • Realise that text and illustrations in reference materials work together to convey information and explain how this enhances understanding - Make meaning from a range of multi-modal texts by integrating knowledge of the semiotic systems, e.g. linguistic, gestural, audio - Use knowledge of the way images are constructed to discuss the interpretation of a text, e.g. camera shots, demands, offers, vectors and image framing - Discuss interpretations of visual texts with attention to main ideas and supporting details, e.g. in informational texts - the key events; in narratives - the main characters and setting	- Understand that the elements of all visual texts are deliberately constructed to produce meaning for specific purposes - Make meaning from a range of multi-modal texts by integrating a broader knowledge of semiotic systems, e.g. spatial and visual - Discuss and justify own interpretation of a text, referring to text details and their own knowledge and experience - Discuss interpretation of visual texts with attention to main ideas and supporting details - Identify and discuss links between print information and visual images	• Interpret visual cues in order to analyse and make inferences about the intention of the message • Tell how the words and pictures work together to convey a particular message, e.g. discuss a newspaper report • Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response - Recognise interrelationships of images, photographs, diagrams, illustrations and written text in constructing meanings	• Identify overt and subliminal messages • Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit • Compare the treatment of an issue across different text forms, e.g. tabloid newspaper and television broadcast	- Use extensive metalanguage to describe how texts work to position viewer - Draw on a number of sources including their own knowledge of world events to support explanations - Interpret texts that raise social issues and examine attitudes, concerns, themes and underlying issues - Draw on a number of sources, including their own knowledge of world events, to support explanations - Discuss abstract concepts and recognise that these are not natural but are constructed, e g. gender roles

Contextual Understanding								
Ongoing Development Recognise common signs and symbols used in the environment, e.g. stop signs, exit signs State purpose or audience for own multimodal texts, e.g. I have made this e-card for Nana Observe visual cues that indicate context; show understanding by matching pictures with context **K1** Make personal connections to visual texts, for example, a picture book about children making friends in a new situation Attend to visual information showing understanding through play, gestures, facial expressions **K2** Express personal views about characters or people in different media texts	- Make links to own experiences when viewing a visual text • Recognise familiar signs, labels and logos, e.g. pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences • Attend to visual information showing understanding through discussion, role play and illustrations - Select appropriate multimodal texts for a small range of purposes - Recognise that texts represent real or imaginary experiences - Make connections between own experiences and ideas and information in texts	• Talk about their own feelings in response to visual messages; show empathy for the way others might feel - Link familiar signs and symbols in the environment with a function, e.g. email, letter, poster, video game and picture book. • Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes • Relate to different contexts presented in visual texts according to their own experiences, e.g. "That looks like my uncle's farm." • View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, e.g. the picture book version and the film/movie version of a story • Connect visual information with their own experiences to construct their own meaning, e.g. when taking a trip	• Discuss personal experiences that connect with visual images • Discuss their own feelings in response to visual messages; listen to other responses, realising that people react differently - Identify target audience for a range of visual texts, e.g. children, teenagers, adults • Realise that visual information reflects and contributes to the understanding of context • View a range of visual language formats and discuss their effectiveness, e.g. film/video, posters, drama • Realise that effects have been selected and arranged to achieve a certain impact, e.g. the way in which colour, lighting, music and movement work together in a performance • Observe and discuss familiar and unfamiliar visual messages and make judgments about effectiveness - Recognise the different ways in which events, main characters and setting are presented to enhance the impact on viewers	• Describe personal reactions to visual messages; reflect on why others may perceive the images differently • Identify the intended audience and purpose of a visual presentation • Appreciate and describe why particular formats are selected to achieve particular effects in a range of different language formats • Recognise and name familiar visual texts and explain why they are or are not effective, e.g. advertising, logos, labels, signs, billboards - Discuss alternatives about how characters, people, events and ideas are represented - Identify stereotypes in visual texts - Use knowledge of the way images are constructed to justify their interpretation of a text, e.g. camera shots and image framing	• Realise that individuals interpret visual information according to their personal experiences and different perspectives - Recognise the effects of language forms such as technical words in visual texts and the possible impact on viewers - Recognise that audiences make their own interpretation of texts dependent on personal experience - Explain how the elements of a multimodal text have been selected to produce meaning for a specific purpose • Realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience • Understand and explain how visual effects can be used to reflect a particular context • Analyse and interpret the ways in which visual effects are used to establish context	- Recognise that a particular concept may reflect one view of the world and that other interpretations are possible • Realise that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, e.g. the use of particular colours or symbols • Identify factors that influence personal reactions to visual texts • Design visual texts with the intention of influencing the way people think and feel - Recognise that texts are not neutral - Use devices when attempting to influence viewers, e.g. composition, realistic style	- Understands how purpose shapes the elements of texts - Identify the dominant reading of visual texts and explain how it has been constructed - Identify the values and attitudes inherent in a target audience and question these

Conventions								

K1
Show awareness of some of the codes and conventions of semiotic systems, when making meaning, e.g. colour, shape

Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions

Distinguish written words from visual images

K2
Select and incorporate colours, shapes, symbols and images into visual presentations

Listen to terminology associated with visual texts and understand terms such as colour, shape, size

- Recognise use of symbols in relation to familiar conventions of semiotic systems
- Recognise the beginning of some viewed texts through simple cues when making meaning from multimodal texts
- Identify a sequence of events by using image clues
- Use simple codes and conventions of the semiotic system when creating multimodal texts
• Use body language in mime and role play to communicate ideas and feelings visually

• Realise that shapes, symbols and colours have meaning and include them in presentations
• Become aware of the use and organisation of visual effects to create a particular impact, e.g. dominant images show what is important in a story
• Through teacher modelling, become aware of terminology used to tell about visual effects, e.g. features, layout, border, frame

• Use actions and body language to reinforce and add meaning to oral presentations
• View visual information and show understanding by asking relevant questions and discussing possible meaning
• Use appropriate terminology to discuss visual texts, e.g. logos, font, foreground, background, impact
• Recognise and name familiar visual texts, e.g. advertising, logos, labels, signs, ICT iconography

• Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters
- Identify predictable organisational patterns in a range of familiar texts, e.g. television news formats
• Discuss and explain visual images and effects using appropriate terminology, e.g. image, symbol, graphics, balance, techniques, composition
- Recognise codes and conventions of the semiotic system when producing multimodal texts

• Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects
• Show how body language, e.g. facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- Explain similarities and differences of multimodal texts such as purpose, organisation and structure
• Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, e.g. mood, media, juxtaposition, proportion

- Recognise and discuss the purpose of organisational elements of different text types and how these frame meaning
• Design printed and digital texts using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved
- Recognise and discuss the purpose of organizational elements of different text types and how these frame meaning
- Use codes and conventions of the semiotic system when producing multimodal texts
- Explain how symbolic, written, audio and technical codes work to create meaning, e.g. the colour white to suggest purity, dissolve to show time passing

- Recognise the ways codes and conventions of filmmaking are used to present characters in a positive/negative light
- Understand that text producers deliberately select codes and conventions for a purpose

Processes and Strategies							
K1 Locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television Predict what a text might be about using visual cues **K2** Use simple strategies to make meaning from visual texts, e.g. pictorial cues, predicting, connecting	- Use a limited range of strategies for comprehending and producing multi-modal text, e.g. inferring and comparing - Predict plot development based on cause and effect relationships in texts - Predict future actions of characters	• Recognise ICT iconography and follow prompts to access programs or activate devices - Make comparisons between texts - Make connections and confirm predictions using of codes and conventions; including the use of colours, shapes, symbols and images - Begin to use familiar codes and conventions of the semiotic systems to make meaning, e.g. sound effects and colour appearance • Use a variety of implements to practise and develop handwriting and presentation skills	• View visual information and show understanding by asking relevant questions and discussing possible meaning • Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles - Begin to adjust viewing strategies for different purposes, e.g. scan information books for selected topics; look for keys or symbols when viewing a diagram; access relevant information, e.g. use a search engine - Begin to self-monitor own viewing to maintain continuity of understanding - Decide how own multimodal text will be planned - Draw inferences from directly stated information, images and supporting action - Draw upon a small knowledge base from the semiotic systems when producing multimodal texts, e.g. linguistic and visual	• With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • View, respond to and describe visual information, communicating understanding in oral, written and visual form • Use shapes, colours, symbols, layout and fonts to achieve particular affects and explain how the desired affect is achieved, e.g. design posters and charts - Select and use strategies appropriate to demands of the text and purpose of viewing, e.g. scanning, browsing • Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, e.g. facial expressions, speech bubbles, word images to convey sound effects	• Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations • Analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, e.g. dominant images, use of colour, texture, symbolism - Make connections and confirm predictions by making strategic use of the cues	• Determine importance when selecting information from numerous sources • Summarise and synthesise information from a variety of multimodal resources • Use a range of media including computer and web-based applications to prepare visual presentations individually and in collaboration - Adjust viewing strategies for different texts and different purposes • View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media • Reflect on ways in which understanding the intention of a visual message can influence personal response	- Make inferences from explicit and implicit information in a range of complex visual texts - Select and use strategies appropriate to the demands of the text and purpose of viewing, e.g. scanning, summarising and synthesising • Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
R e							

K1 Shows their own feelings in response to visual presentations, e.g. showing amusement, curiosity, surprise. K2 Presents their ideas in a variety of ways e.g. using a software package, creating a poster, singing a song, writing. K1 Makes personal connections to visual texts such as an e-book K2 Expresses personal views about characters or people in different media texts. K1 Uses body language to communicate and to convey understanding, e.g. pointing, gesturing, facial expressions K2 Understands how colours, shape and size can be used in visual presentations, e.g. posters K1 Predicts what a text might be about using visual cues. K2 Uses simple strategies to make meaning from visual texts by… using picture cues.	Discuss favourite aspects of multimodal texts and identify features that appeal to them Discuss images, commenting on the information being conveyed, e.g. illustrations and diagrams Identify and compare familiar signs, labels and logos Recognise and compare colours, shapes, symbols and images in visual presentations, e.g. road signs	Identify key events and supporting details using images and print Make meaning from a small range of presentations, i.e. digital, print-based and live Realise that shape, symbols and colours have meaning and include them in presentations Show understanding of signs and symbols in everyday life Use icons and links to access programs or activate devises	Explain how text and illustrations in reference materials work together Identify the intended audience and purpose of a visual presentation Use appropriate terminology to discuss visual texts, e.g. logo, font, foreground Use a small range of visual techniques to present work, e.g. show understanding of the meaning of some colours, shapes and symbols	Explain how text and illustrations work together Identify the key messages of visual texts Recognise visual codes and conventions, e.g. body language, camera techniques, captions, sound effects Select and use a suitable layout to meet the needs of the audience and purpose, e.g. poster design, web pages, product labels	Identify techniques that make visual texts effective Understand and explain how visual effects can be used to influence the audience Use appropriate terminology to identify a range of visual effects and formats e.g. mood, camera angle, foreground/ background Critically analyse the impact of visual effects, e.g. mood, media, proportion Navigate the Internet in response to verbal and visual prompts. Use ICT to prepare own presentations	Identify overt and subliminal messages Recognise that others may perceive images differently, e.g. colours and symbols have different cultural significance Analyse and explain how codes of visual language work together, using appropriate terminology, e.g. lighting, subtitles Use a range of media including computer and web-based applications to prepare visual presentations both individually and in collaboration	Use extensive metalanguage to describe how texts work to position the viewer Realise that cultural influences affect the way we respond to visual effects and explain how this effects our interpretation, e.g. use of colours and symbols Recognise the ways codes are used to present characters in a positive/negative light Make inferences from explicit and implicit information in a range of complex texts